

Dollarway ^{ME} High

CRITICAL

Received

JUL 30 2010

LEA APPLICATION FOR
SCHOOL IMPROVEMENT GRANT FUNDS
SIG ARRA 1003(g)

School Improvement
Division of Learning Services

SECTION A -1: LEA Contact Information and Certification

LEA Name: Dollarway School	
Mailing Address (Street, P.O. Box, City/Zip) 4900 Dollarway Road	Starting Date August 2010
Name, title and phone number of authorized contact person: Dornetta Hobbs, Dir. Sp. Programs, 870-534-7003	Ending Date July 2013
Amount of funds requested: \$1,398,180	Number of schools to be served: 02

I HEREBY CERTIFY that, to the best of my knowledge, the information in this application is correct. The applicant designated below hereby applies for a subgrant of Federal funds to provide instructional activities and services as set forth in this application. The local board has authorized me to file this application and such action is recorded in the minutes of the agency's meeting held on 7/29/10 (Date).

Signature: *Ruth Bogy, Interim*
Superintendent of Schools

Date: 7/30/10

AND

Signature: *Joe Blank*
Designated Board Representative

Date: 7/30/10

Both signatures required ONLY if the Superintendent is not the Designated Board Representative

ADE USE ONLY	
Date Received: _____	Obligation Amount: _____
Reviewer Signature: _____	Approval Date: _____
Reviewer Signature: _____	Approval Date: _____

SECTION A -2: Schools to be Served

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

Using the list of Tier I, II and III schools provided by ADE, complete the information below, for all Tier I and II schools the LEA will serve. The Intervention Model must be based on the "School Needs Assessment" data.

Prior to selecting an Intervention Model, the LEA must complete all of section B.

SCHOOL NAME	NCES ID#	Grade Span	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
						Turnaround	Restart	Closure	Transformation

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

SECTION B. PART 1:

B. DESCRIPTIVE INFORMATION: Needs Assessment

Complete steps 1 and 2, Develop a Profile of the School's Context and Performance. Please develop a profile for each school to be served. (Items in this section have been adapted from Selecting the Intervention Model and Partners/Providers for a Low-Achieving School A Decision-Making and Planning Tool for the Local Education Agency, Center on Innovation & Improvement.)

Step 1 - Develop a Profile of the School's Context

Name of School: Robert F. Morehead Middle School (formally Dollarway Middle school)

LEA #: 3502009

Context

1. Grade levels (e.g., 9-12): 6-8
2. Total Enrollment: 365
3. % Free/Reduced Lunch: 88.25
4. % Special Education Students: 7.93
5. % English Language Learners: 0
6. Home Languages of English Language Learners (list up to 3 most frequent:)
7. Briefly describe the school's catchment or enrollment area (neighborhoods, communities served):

The Dollarway area neighborhood is located in the northwest part of Pine Bluff, Arkansas in Jefferson County. The enrollment area is somewhat limited in that the area is nestled in a city of not more than 55,000 people with three other public school districts, more than four private schools and one charter school. Dollarway Middle School, which had the distinction of being number 147 out of 151 middle schools at Arkansas and designated as one of the 10 worst middle schools in the state, has a student population consisting of 96% Black or African American and 4% White or Caucasian with 99.2% economically disadvantaged. The student dropout rate is 6.4% as compared to the state average of 3.2%; however, it is lower than the district rate of 7.6%. The immediate area surrounding the Robert F. Morehead Middle School (RFMMS) is adjacent to a residential area where there are no businesses. There are few homeowners; most of the housing is rental property, public housing apartments, or old motels that are now being lived in for extended periods of time. Entertainment for young adults and families does not exist in the enrollment area. There are a few bar like establishments in the area as well as a number of churches. There are two feeder schools for RFMMS, one located across the street (Townsend Park Elementary) and the other is located in the town of Altheimer which likewise has very limited resources.

8. List the feeder schools and/or recipient schools that supply or receive **most** of this school's students:

Feeder Schools: Altheimer-Martin Elementary and Townsend Park Elementary

Recipient School: Dollarway High

9. Briefly describe the background and core competencies of the school's current key administrators and indicate the number of years they have held the position and the number of years they have been employed in the school and LEA.

Position	Background and Core Competencies	Years in Position	Years in School	Years in LEA
Principal	Elementary K-6 Certification/ Counselor Served as principal for Townsend Park South (4 th & 5 th grades) which was the feeder school to the middle school. (see attached resume)	0	0	18

10. Describe how administrators are evaluated. By whom? How frequently? What is the process?

The administrators in the Dollarway School District are evaluated annually by the Superintendent. Evaluations are based on a combination of scheduled and informal observations. During the scheduled meetings the superintendent uses a rating form with descriptors. Each competency is discussed and the Superintendent rates the administrators. The findings are transferred to a Professional Growth Plan which allows administrators to receive job embedded professional development and tracking of progress and training. The administrator at Robert F. Morehead Middle School was also successfully coached and mentored by an Academic School Turnaround (AST) Executive Coach in an extensive program of leadership development; teacher effectiveness training and data aligned mastery-based instructional strategies. The coach's suggestions were used in the development of the professional growth plan. The evaluation is completed in accordance with District Policy #3.2 and A.C.A 6-17-1504.

11. Briefly summarize the process by which teachers are evaluated. By whom? How frequently?

The teachers in the Dollarway School District are evaluated annually by the principal. Evaluations are based on a combination of scheduled and informal observations (one formal, two or more informal as needed). During the scheduled meetings the principal uses a rating tool with competencies. Each competency is discussed and the teachers and is rated by the principal. The findings are transferred to a Professional Growth Plan which allows teachers to receive relevant job embedded professional development that is specifically created based on the data of their students and tracks progress and training. the professional growth plan needs are also sent to the Director of Special Programs where they are utilized along with teacher requests and student achievement data to develop professional development activities. The evaluation is completed in accordance with District Policy #3.2 and A.C.A 6-17-1504. Classroom walkthroughs and communication is done daily by the building principal. Page 16

12. Briefly describe previous and current reform and improvement efforts, within the last 5 years.

Within the past five years the RFMMS (formally Dollarway Middle School) faculty and staff have engaged in numerous reform and improvement efforts:

- Teachers participated in relevant professional development
- Teachers incorporated writing prompts that were in the context of their curriculum to provide practice for EOC examinations
- Increased the rigor in the curriculum by offering Pre-AP courses and Advanced Placement, and or distance learning classes that offer college credit
- Contracted with The Learning Institute of Hot Springs to pace teaching, focus re-teaching and create interim assessments to assess students improvement in literacy and math
- Reorganized the school day to incorporate eight rather than seven periods to provide the necessary point-in-time remediation to target students who were not meeting academic benchmarks
- Hired a Literacy and Math Coach to model lessons and provide teachers with strategies to enhance instruction and increase student achievement
- Implemented a Summer Enrichment program to provide supplemental instruction and the reinforcement of skills, five highly qualified teachers and five highly qualified paraprofessionals will work with the targeted students
- Implemented the 45-Day Class, and JEDI lab for remediation
- Teachers participated in professional development on using CRT test data, interim assessment data to improve instruction and student learning
- Curriculum Maps were developed using a mapping tool from Collaborative Learning, Inc. the maps were developed for all content areas; those already in place were updated to be aligned with state frameworks
- Increased student clubs and activities -2007
- Hired School Human Services worker in 2006
- For school years 2008-2009 and 2009-2010 RFMMS contracted with Academic School

Turnaround to assist with raising student scores and meeting AYP targets. They provided an extensive program of leadership development; teacher effectiveness training and data aligned mastery-based instructional strategies, designed to effectively improve student motivation and academic achievement. Through their assistance, in those two years, we were able to meet standards for both years in math and one year in literacy so far.

- We also instituted a structured after-school program, in 2008-2009 school year, through the federally funded 21st Century Community Learning Centers grant, a 5 year grant that includes academic enrichment as the primary focus. This program supported other improvement efforts aligned with meeting AYP targets by providing small group tutoring to build student reading and math skills after school. It also significantly increased community involvement of parents and other stakeholders.

Step 2 - Develop a Profile of the School's Performance

1. Enter the percentage of all students who tested as proficient or better on the state standards assessment test for each subject available.

Subject	2010	2009	2008	2007	2006
Reading/Language/English	47.15	28.88	22.03	25.1	23.4
Mathematics	43.7	35.0	25.25	14.5	13.7
Science	2	0	n/a	n/a	n/a
Social Studies					
Writing					
Algebra 1	91.0	88.0	82.0	96.0	55.0

2. Student analysis from the past **3 years** - enter the percentage of students in each subgroup who tested proficient or better on the state standards assessment test for each subject available.

Subject	White, non-Hispanic			Black, non-Hispanic			Hispanic			Other Ethnic			Special Education		
	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008	2010	2009	2008
Reading/Language/English	47.1	46.2	NA	44.6	28	23.6							11.3	9.1	NA
Mathematics	50	50	NA	51.2	38.8	28.5							7.5	14.5	NA

Science		0	NA		0										
Social Studies	NA	NA	NA												
Writing	NA	NA	NA												
Algebra 1	67	0	50	94	87.5	92.9									

3. Student analysis from the past **3 years** - enter the percentage of students at each grade level in this school who tested proficient or better on the state standards assessment test for each subject available.

Test Year: 2010

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English				43	31	35				
Mathematics				35	44	24				
Science					2					
Social Studies										
Writing										
Algebra 1						91				

Test Year: 2009

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English				23.7	26.7	37.9				
Mathematics				38.6	43.1	25.2				
Science					1.7					
Social Studies										

Writing										
Algebra 1						87.5				

Test Year: 2008

Subject	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.
Reading/Language/English				20.5	22.8	25.2				
Mathematics				26	19.3	27.6				
Science					2.6					
Social Studies										
Writing										
Other										

4. Average daily attendance percentage for last complete school year: 398 Year: 2010

5. Mobility rate for last complete school year: 25 Year: 2010

6. Graduation rate for all students for most recent year: NA Year: NA

7. Graduation rate percentage for past **3 years**: (high schools only)

	All Students	White, non-Hispanic	Black, non-Hispanic	Hispanic	Other Ethnic	Special Education
2010						
2009						
2008						

Key Questions

1. Which students are experiencing the lowest achievement?

Data has revealed that the African American population at RFMMS has consistently underperformed with African American males leading the way towards lowest achievement.

2. Which students are experiencing the lowest graduation rates?

Not Applicable

3. In which subjects are students experiencing the lowest achievement?

Students are experiencing low achievement in Literacy, Math and Science. Students fall low in reading, open response, literacy content, writing, style, reading multiple choice and reading practical passage. Students also experience difficult in working with numbers and operations, measure and data analysis and all areas of the science on the CRT.

4. What characteristics of the student demographics should be taken into account in selecting a model and external partners and/or providers?

The Dollarway School District is comprised of a student population that consists of 96% of African-American students and 4% of Caucasian students. An overwhelming portion of our students reside in environments that are deluged with poverty, unemployment, underemployment, drugs, gangs, violence, and a gamut of health related disparities. Because of these existing social conditions, many of our students are forced to subsist in single parent homes, blended family homes, and even foster homes. Our students are endeavoring to thrive in atmospheres that lend very little to high expectations. This is largely due to the fact that the educational background of the parents of this district is very limited.

We work aggressively to ensure that our staff and partners are committed to and understand the important realities of working in such an environment. The focus on reestablishing an excellent academic institution is seen as a way of ensuring that our students have full access to the resources and processes necessary to complement their needs. We actively seek to maintain these goals in hiring personnel and contracting with partners, seeking those that are experienced and motivated to work with high percentages of African Americans, special needs and economically disadvantaged students. The district and the Robert F. Morehead Middle School staff have strong administrative commitments to promote accessibility to all students, staff and the community.

5. What, if any, characteristics of the enrollment areas of the school should be taken into account in selecting a model and external partners and/or providers?

Public housing, rental units and assisted living housing are undoubtedly significant characteristics of the enrollment area of Dollarway School District. Because of this and other mitigating variables, the vicinity is deficient regarding optimal opportunities for professional interaction. A large percentage of our students live in single parent households or with extended family. There are very limited resources for enrichment activities in the immediate area. Although the enrollment community lacks sufficient businesses to increase economic satiety, Dollarway School District is neighbor to a four year institution –University of Arkansas of Pine Bluff.

Many students from the Pine Bluff, Arkansas community have an additional challenge to overcome and are struggling to learn by traditional methodology. With a poverty rate among students of more than 90%, as indicated by free and reduced lunch eligibility, Dollarway School District is one of poorest in the state of Arkansas, serving some of the most disadvantaged children in the state. According to research poverty directly relates to the students' ability to learn. In selecting a model, the external provider must have had extensive experience working with Title 1 schools and familiarity with the culture of poverty and low expectations. They must be skilled in mobilizing, and motivating community involvement and personally invested in the success of the students.

Step 3-B: Review of ADE Scholastic Audit and other School Data

1. Provide a detailed summary of the schools progress relative to the Arkansas Standards and Indicators for School Improvement, (ADE Scholastic Audit):

- Discuss the specific findings that led to the “Recommendations”;
- LEA (Leadership) and/or school “Recommendations” identified for implementation;
- Implementation progress;
- Timeline of prioritized “Recommendations” and the
- Evaluation process.

The LEA level must address how the LEA will support the building in providing continuous school improvement at the building level. Additionally, the LEA will specifically address those items unique to the role of the LEA (i.e., board policy, supervising and guiding building level leadership).

The school must address those items unique to the roles and responsibilities of the school for providing continuous school improvement.

Despite efforts the RFMMS is identified as a Tier I school for failing to meet Adequate Yearly Progress (AYP). The following First Steps were taken by the middle school and reflect the recommendations of the scholastic audit.

1. Development and use of a certified personnel evaluation instrument: The campus had been using only the JBHM Essential Practices Survey for evaluation. The campus is now using the Essential Practices Survey in conjunction with an instrument that reflects ADE teacher competency requirements. Professional Growth Plans are tied to the certified evaluation instrument and include differentiated, job embedded professional development based on professional needs.
2. A fully functional school leadership team: In order to build leadership capacity for school improvement, the high school has requested designated, stipend department heads be named and included on the leadership team to work in conjunction with them to incorporate elements of a more rigorous curriculum, to help assure usage of high impact instruction strategies, and to refine the aligned curriculum and formative assessments.
3. Monitor the effectiveness of the action components of the Arkansas Comprehensive School Improvement Plan (ACSIP): The effectiveness of ACSIP components are observed during classroom-walkthroughs and discussed during content area meetings with teachers and their coaches. The nine teaching strategies from Classroom Instruction That Works (Marzano) are being used to build greater capacity for instructional strategies among these teachers.
4. Complete and update curriculum maps: All content areas were reviewed. Incomplete maps were completed and revisions were made to maps that did not reflect current ADE Frameworks. All curriculum documents are reviewed yearly for needed changes such as the updating of the frameworks or the change in a textbook. Curriculum planning meetings among teachers of different campuses are planned to assure alignment. New teachers are trained to implement their curriculum.

5. Student truancies and absenteeism are problematic and pose safety and security risks: A duty schedule is now used to monitor the campus before and after school and at noon. These areas are in the hall, on the grounds and in the cafeteria. This will assure that the students are moving efficiently about the campus. Teachers stand at their doors during class changes. The dress code/policy was reinstated. This makes both visitors and unauthorized persons readily visible on campus, and makes our students identifiable during school curfew hours. A resource officer and the Head of Security are responsible for having campus gates locked during school hours.

At the end of the 2008-2009 school year, the campus took a planning day to review the audit. The faculty led by the leadership team worked in groups to develop a list of needed improvements based on recommendations from assigned sections of the audit report. These lists were reported back to the entire staff. And, three areas were selected for focus for the 2009-2010 school year: Standard Four - School Culture, Standard Six - Professional Growth, Development and Evaluation, and Standard Seven - Leadership. These areas were included in the ACSIP plan.

STANDARD FOUR: SCHOOL CULTURE:

1. School leadership is proving on-going, job-embedded professional development to assist teachers in understanding their professional role and responsibility for student success or failure.
2. School leadership has increased the visibility of teachers, administrators, and available support staff during transition between classes and during lunch to assist in reducing the likelihood of tardiness and truancies and to provide additional safety/security for all students.
3. School leadership is researching different models of advisor/mentoring programs and will establish an advisor/advisee program to develop relationships with students so that students have an adult advocate at the school. All faculty and staff are receiving professional development training prior to implementation of a program to assist in understanding their role as advisors, setting goals, for the advisory program, planning for student success, and identifying topics, lessons, and scheduling priorities.
4. School leadership and the special education coordinator continue to provide on-going, job embedded professional development to assist the school in its efforts to provide instructional support for students with disabilities receiving instruction in general education classrooms.
5. A plan is being developed to provide additional content area training needed to assist all special education teachers in increasing content knowledge in the content area/areas assigned.
6. Classroom walk-throughs are used to observe the models used and the levels of implementation. (2009 - 2010)

STANDARD SIX: PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION:

1. A professional learning community is being established as a means of data-driven change and on-going improvement.
2. School leadership is providing training to all staff on data analysis of The Learning Institute data, Benchmark data K-8 grades, End-of Course data, and classroom assessment data to extend beyond the identification of specific weaknesses on related student learning expectations.
3. Teachers are determining links to curriculum, instructional practices, language of questions, level of questioning, and question distracters.

4. School leadership is accountable for reviewing and implementing the evaluation policy and procedures for all personnel. The school is implementing a policy regarding Individual Professional Growth Plan goals.
5. Student achievement data and classroom walkthrough data was collected throughout the 2009-2010 school year to measure progress toward achieving Individual Professional Growth Plan goals. (2009 - 2010)

STANDARD SEVEN: LEADERSHIP:

1. Teacher expectations of students both in the classroom and on campus have been elevated.
2. Elevated expectations from the principal now includes clear communication of the tasks to be performed, emphasis on the importance and urgency of the tasks, insistence that the tasks be completed, and monitoring of tasks with meaningful feedback to teachers.
3. The principal is building leadership capacity in the school and sharing the responsibility of instructional leadership.
4. A viable building leadership team has been established consisting of assistant principals, instructional coaches, department chairpersons, and others who have demonstrated leadership skills or who have a specific talent needed on the leadership team.

The team should meet regularly with clearly established agendas, recorded minutes, and reports to the staff on decisions reached.

5. The principal did address the issues of student absenteeism and discipline and their impact on student achievement by revising these areas of the handbook. This handbook was reviewed and adopted by the Dollarway School Board. (2009-2010) It is reviewed, revised as needed and sent to the school board yearly for adoption.

2. Provide a summary of other data sources used to supplement the needs assessment and the selection of an appropriate intervention model for each Tier I and Tier II school. (i.e. perceptual data from students, staff and parents, process data, improvement plan outcomes or results, professional development program outcomes or results, other).

Stakeholders perception survey. This allowed for students, parents, staff and community to rate academic performance, learning environment, and efficiency. It allowed discussion about curriculum overlaps and gaps. Students were provided experiences related to career options. Meaningful assessment procedures are implemented to monitor student progress.

Another data source used was Performance Series Diagnostic Assessment from Scantron provided by Academic School Turnaround in our afterschool program. It is a computer-adaptive test that allowed us to quickly pinpoint the proficiency level of our students in Literacy and Math directly correlated specifically to Arkansas state standards. This provided for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. With this information we were able to see evidence of strong instructional staff capacity as well as determine which sub-groups of students were experiencing low-performance.

SECTION B, PART 2:**B. DESCRIPTIVE INFORMATION: LEA Capacity****Selecting the Intervention Model and Partners for a Low-Achieving School**

Step 4 – B - 2: Develop Profiles of Available Intervention Models – Please respond to each section

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

1. State statutes and policies that address transformation, limit it, create barriers to it, or provide support for it and how:

State statutes and policies strongly support transformation through funding initiatives and provisions for access to relevant data and resources to direct transformation initiatives.

2. District policies that address transformation, limit it, create barriers to it, or provide support for it and how:

There are no District policies that create barriers to transformation or limit its implementation. All district resources are aligned to support, improvement in teaching

and learning. This is evidenced by the expediency of contracting with Academic School Turnaround (AST) to work with district principals, teachers and students in an effort to improve student outcomes. That partnership has paid dividends and confirms the district commitment to the success of the students at RFMMS.

3. District contractual agreements, including collective bargaining, that affect transformation and how:

There is no collective bargaining thus transformation is not affected.

Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

1. State statutes and policies that address turnaround, limit it, create barriers to it, or provide support for it and how:

State statutes and policies support Turnaround and provides very few barriers to its implementation. However there may be limitations when it comes to replacing 50% of the teaching staff because a lack of available qualified teaching resources to fill vacant positions.

2. District policies that address turnaround, limit it, create barriers to it, or provide support for it and how:

While district policies don't limit or create barriers for turnaround and all attempts by the district indicate support, they are also constrained by the lack of available teaching resources dictated by the 50% replacement of teaching personnel that characterizes the turnaround model.

3. District contractual agreements, including collective bargaining, that affect turnaround and how:

There is no collective bargaining thus turnaround is not affected.

Restart

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

Charter Schools

1. State statutes and policies that address the formation of charter schools, limit it, create barriers to it, or provide support for it and how:

Since state statutes and policies make provisions for restart it has to be concluded that there is support for these measures. Funding and technical assistance is provided and state resources are available should a school or district decide to take advantage of this option.

2. District policies that address the formation of charter schools, limit it, create barriers to it, or provide support for it and how:

While district policies may support the formation of charter schools, any limitations or barriers may come from community stakeholders or the school board. This approach has not been discussed seriously as an option but intelligent debate and proper justifications would have to be viewed with potential if other viable approaches prove ineffective.

3. District contractual agreements, including collective bargaining, that affect the formation of charter schools and how:

There is no collective bargaining thus restart is not directly affected, however it is not known at this time how contractual agreements with the teaching staff or school board would be affected by the takeover by a CMO or EMO.

Education Management Organizations

1. State statutes and policies that address district contracts with EMOs to operate schools , limit them, create barriers to them, or provide support for them and how:

EMOs and CMO exist now in the state so it would follow that support for them is also in place. The circumstances and policies associated with these entities as they relate to schools that select this option to correct leadership and instructional inadequacies provides for no limitations.

2. District policies that address district contracts with EMOs to operate schools , limit them, create barriers to them, or provide support for them and how:

While district policies may support contracting with an EMO, any limitations or barriers may come from community stakeholders or the school board. This approach has not been discussed seriously as an option but intelligent debate and proper justifications would have to be viewed with potential if other viable approaches prove ineffective.

3. District contractual agreements, including collective bargaining, that affect district contracts with EMOs to operate schools, limit them, create barriers to them, or provide support for them and how:

There is no collective bargaining thus restart is not directly affected, however it is not known at this time how contractual agreements with the teaching staff or school board would be affected by the takeover by a CMO or EMO.

Closure

The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.

1. State statutes and policies that address school closures, limit them, create barriers to them, or provide support for them and how:

Although state statutes and policies may address and support the closure model, there are severe limitations due to availability of viable options, especially since there are no other schools in the LEA higher achieving or otherwise to accommodate this option.

2. District policies that address school closures, limit them, create barriers to them, or provide support for them and how:

There are certainly limitations and barriers to the implementation of this option as stated previously. Dollarway is a small district with only one middle school. There is no place for students to go so closure is not an option.

3. District contractual agreements, including collective bargaining, that affect school closures, limit them, create barriers to them, or provide support for them and how:

Not applicable, not an option.

4. Higher achieving schools available to receive students and number of students that could be accepted at each school:

Not applicable, not an option.

Step 4 – B - 3: Develop Profiles of Available Partners

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

External partners available to assist with transformation and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)
Academic School Turnaround (AST)	N	Y	AST provides an extensive program of leadership development; teacher effectiveness training and data aligned mastery-based instructional strategies.	The AST program is designed specifically to assist districts and schools where a sustainable comprehensive approach to school improvement and

			Services will include and not limited to: orientation and implementation, coaching, job embedded professional development, leadership training, data analysis/data use, diagnostic and formative assessment coordination, reporting and evaluation. The Services will include approximately 30 or more visits by AST turnaround team members consisting of Principal/ Coach engagements, Pedagogical Facilitator/ Teacher engagements, Data and Technology facilitators and After School Tutorial support. Also included are three off site Principal Leadership conferences.	academic turnaround is needed. They have been 100% successful in reversing negative trends and fostering a culture of high expectations and student achievement in the last two years of work at RFMMS (formally Dollarway Middle) in spite of changes in principals and superintendents in the district. They have brought RFMMS from SI-4 to Meets Standards (MS) in Reading and Math in 2 years.

Turnaround

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in past two years and there is tangible evidence that the principal has the skills necessary to initiate dramatic change) and rehiring no more than 50% of the staff; gives greater principal autonomy; implements other prescribed and recommended strategies.

External partners available to assist with turnaround and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

Restart

The LEA converts or closes and reopens a school under a charter/performance contract with a charter school governing board, charter management organization, or education management organization.

Charter governing boards, charter management organizations, and potential charter school operating organizations available to start a charter school and brief description of services they provide and their track record of success.				
Charter Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

EMOs available to contract with district to operate school and brief description of services they provide and their track record of success.				
Education Management Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

Closure

The LEA closes the school and enrolls the students in other schools in the LEA that are higher achieving.

External partners available to assist district with school closures and brief description of services they provide and their track record of success.				
Partner Organization	Lead Y/N	Support Y/N	Services Provided	Experience (Types of Schools and Results)

Step 4 – B – 4, Part 1: Determine Best-Fit Model and Partners

The chief question to answer in determining the most appropriate intervention model is: What improvement strategy will result in the most immediate and substantial improvement in learning and school success for the students now attending this school *given the existing capacity in the school and the district*? There is no “correct” or “formulaic” answer to this question. Rather, relative degrees of performance and capacity should guide decision-making. The following table outlines key areas and characteristics of performance and school, district, and community capacity that should be considered as part of your decision making. The checks indicate that if this characteristic is present, the respective intervention model could be an option.

CHARACTERISTICS OF PERFORMANCE AND CAPACITY				
Characteristic	Intervention Model			
	Turnaround	Transformational	Restart	Closure
School Performance				
<input type="checkbox"/> All students experience low achievement/graduation rates.	✓		✓	✓
<input type="checkbox"/> Select sub-groups of students experiencing low-performance		✓		
<input type="checkbox"/> Students experiencing low-achievement in all core subject areas	✓		✓	✓
<input type="checkbox"/> Students experience low-achievement in only select subject areas		✓		
School Capacity				
<input type="checkbox"/> Strong existing (2 yrs or less) or readily available turnaround leader	✓	✓	✓	
<input type="checkbox"/> Evidence of pockets of strong instructional staff capacity		✓		
<input type="checkbox"/> Evidence of limited staff capacity	✓		✓	✓
<input type="checkbox"/> Evidence of negative school culture	✓		✓	✓
<input type="checkbox"/> History of chronic-low-achievement	✓		✓	✓
<input type="checkbox"/> Physical plant deficiencies				✓
<input type="checkbox"/> Evidence of response to prior reform efforts	✓	✓		
District Capacity				
<input type="checkbox"/> Willingness to negotiate for waivers of collective bargaining agreements related to staff transfers and removals	✓		✓	✓
<input type="checkbox"/> Capacity to negotiate with external partners/providers			✓	
<input type="checkbox"/> Ability to extend operational autonomy to school	✓		✓	
<input type="checkbox"/> Strong charter school law			✓	
<input type="checkbox"/> Experience authorizing charter schools			✓	
<input type="checkbox"/> Capacity to conduct rigorous charter/EMO selection process			✓	
<input type="checkbox"/> Capacity to exercise strong accountability for performance			✓	
Community Capacity				
<input type="checkbox"/> Strong Community commitment to school	✓	✓	✓	
<input type="checkbox"/> Supply of external partners/providers			✓	
<input type="checkbox"/> Other higher performing schools in district				✓

1. Based on a the Characteristics of Performance and Capacity table above, rank order the intervention models that seem the best fit for this school. This is only a crude estimation of the best possible model, but it is a place to start.

Best Fit Ranking of Intervention Models

- A. Best Fit: ____Transformation_____
- B. Second Best Fit: ____Turnaround_____
- C. Third Best Fit: _____
- D. Fourth Best Fit: _____

2. Now answer the questions below for the model you consider the best fit and the model you consider the second best fit. Review the questions for the other two models. Change the rankings if answering and reviewing the questions raises doubts about the original ranking.

The Transformation Model

1. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

The LEA selected an experienced educator and the former 4th and 5th grade principal in the district. This had the effect of the principal following the students that were formally in that principal's school. The principal is familiar with all of the students as are the students familiar with the principal. With that previous experience and the experience and leadership training the principal will receive from the AST Executive Coach, the LEA can be assured of the success of the Transformational Model.

2. How will the LEA enable the new leader to make strategic staff replacements?

The LEA enable the new leader to make strategic staff replacements by providing an experienced AST turnaround coach to support and guide strategic staffing decisions based of analysis of teacher effectiveness data and resource allocation priorities.

3. What is the LEA's own capacity to support the transformation, including the implementation of required, recommended, and diagnostically determined strategies?

The LEA will provide 100% support to the implementation of the transformation model at RFMMS and give the new leader/principal autonomous control and flexibility under the careful and experienced guidance of an AST Executive Coach.

4. What changes in decision making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the transformation?

The LEA must provide the new principal with greater flexibility in budgeting, staffing and scheduling if the district is to succeed in transforming the school. The principal is the instructional leader and will require that kind of support from the LEA. A new dynamic approach must be implemented in order to continue to correct existing deficiencies in the current instructional approach and to develop Sustainable Systems of Practice (SSP). LEA must trust the decision making capacity of the principal and allow the relationship between the principal and the AST Executive to develop and thrive in order to produce the desired results. The coach will provide an environment of trust, transparency and confidentiality. The LEA must support this as a policy of understanding.

5. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the transformation, and how will these changes be brought about and sustained?

The LEA must support the new leader as they put forth their vision and message, as well as needed operational changes tempered by the close support and guidance from the experienced AST Executive coach. Determinations for improved classroom instruction will be the joint collaboration of the coach, principal and AST Pedagogical Facilitators. These are master teachers in Literacy, Math and Science. Principals will continue to identify and implement Sustained Systems of Practice to insure that gains will be sustainable. Also the alignment of afterschool tutoring with classroom instruction and availability of data to inform instruction are key components that will require LEA support.

The Turnaround Model

1. How will the LEA begin to develop a pipeline of effective teachers and leaders to work in turnaround schools?

This is a daunting challenge for any LEA in many of Arkansas small and rural districts. This is why the turnaround model for RFMMS, although selected as the second best option, presents problems associated with the lack of a pipeline of available teaching resources.

2. How will the LEA select a new leader for the school, and what experience, training, and competencies will the new leader be expected to possess?

If this were the model selected it would follow the same process as the transformational model, i.e., The LEA selected an experienced educator and the former 4th and 5th grade principal in the district. This had the effect of the principal following the students that were formally in that principal's school. The principal is familiar with all of the students

as are the students familiar with the principal. With that previous experience and the experience and leadership training the principal will receive from the AST Executive Coach, the LEA can be assured of the success of the Transformational Model.

3. How will the LEA support the school leader in recruiting highly effective teachers to the lowest achieving schools?

N/A _____

4. How will staff replacement be executed—what is the process for determining which staff remains in the schools, which are assigned to another school, and which should leave the profession (or at least the district)?

N/A _____

5. How will the language in collective bargaining agreements be negotiated to ensure the most talented teachers and leaders remain in the school and underperformers leave?

N/A _____

6. What supports will be provided to staff selected for re-assignment to other schools?

N/A _____

7. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

N/A _____

8. What is the LEA's own capacity to execute and support a turnaround? What organizations are available to assist with the implementation of the turnaround model?

Of course as a district/LEA we have capacity to execute both the transformational model or the Turnaround model should that be the only option, however at this time the most viable option is the transformational model.

9. What changes in decision-making policies and mechanisms (including greater school-level flexibility in budgeting, staffing, and scheduling) must accompany the infusion of human capital?

N/A _____

10. How will the district support the new leader in determining the changes in operational practice (including classroom instruction) that must accompany the turnaround, and how will these changes be brought about and sustained?

The Restart Model

1. Are there qualified (track record of success with similar schools) charter management organizations (CMOs) or education management organizations (EMOs) interested in a performance contract with the LEA to start a new school (or convert an existing school) in this location?

2. Are there strong, established community groups interested in initiating a homegrown charter school? The LEA is best served by cultivating relationships with community groups to prepare them for operating charter schools.

3. Based on supply and capacity, which option is most likely to result in dramatic student growth for the student population to be served—homegrown charter school, CMO, or EMO?

4. How can statutory, policy, and collective bargaining language relevant to the school be negotiated to allow for closure of the school and restart?

5. How will support be provided to staff that are selected for re-assignment to other schools as a result of the restart?

6. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

7. What role will the LEA play to support the restart and potentially provide some centralized services (e.g., human resources, transportation, special education, and related services)?

8. How will the SEA assist with the restart?

9. How will the LEA hold the charter governing board, CMO, or EMO accountable for specified performance benchmarks?

10. Is the LEA (or other authorizer) prepared to terminate the contract if performance expectations are not met and are the specifics for dissolution of the charter school outlined in the charter or management contract?

School Closure Model

1. What are the metrics to identify schools to be closed?

2. What steps are in place to make certain closure decisions are based on tangible data and readily transparent to the local community?

3. How will the students and their families be supported by the LEA through the re-enrollment process?

4. Which higher-achieving schools have the capacity to receive students from the schools being considered for closure?

5. How will the receiving schools be staffed with quality staff to accommodate the increase in students?

6. How will current staff be reassigned—what is the process for determining which staff members are dismissed and which staff members are reassigned?

7. Does the statutory, policy, and collective bargaining context relevant to the school allow for removal of current staff?

8. What supports will be provided to recipient schools if current staff members are reassigned?

9. What safety and security considerations might be anticipated for students of the school to be closed and the receiving school(s)?

10. What are the budgetary implications of retaining surplus staff within the LEA if that is necessary?

11. How will the LEA track student progress in the recipient schools?

12. What is the impact of school closure to the school's neighborhood, enrollment area, or community?

13. How does school closure fit within the LEA's overall reform efforts?

Step 4 - B - 5: Define Roles and Develop Contracts

Worksheet #4

1. Briefly describe the role of each of the following groups or partners relative to the implementation of the intervention model.

Group/Partner	Role with this School in Implementation of Intervention Model
State Education Agency	
Local Education Agency	
Internal Partner (LEA staff):	
Lead Partner:	
Support Partner:	
Support Partner:	
Support Partner:	
Principal:	
School Teams	
Parents & Community	

2. Determine the performance expectations for the lead partner and supporting partners, with quarterly benchmarks.

Note: Developing performance expectations and benchmarks to include in the contract with each partner is one of the LEA's most important responsibilities. Please see the links to web resources below to assist in making these decisions and in developing the appropriate contracts. Also engage LEA legal counsel in this process.

The LEA will work closely with the state to ensure the ACSIP model is reflective of the activities of the school. It will work closely with the district to ensure all monies available to the schools are closely aligned with the work of the school and the external provider and lead partner. The money spent will be closely monitored and used judiciously as the activities will be closely monitored ensure they are implemented with fidelity and efficacy.

The principal will work closely with the external provider to build capacity among self and staff in instructional leadership and highly effective classroom instruction and monitoring of student achievement. They will work together with SetPoint to create a culture and climate conducive to learning, implement a guaranteed essential curriculum, and will actively participate and implement the job embedded professional development provided on a daily basis.

The school will work closely with lead teams inside the school to ensure every staff member clearly understands their role and is receiving benefits of the job embedded professional development. All faculty will be held to a high standard of implementing all areas of the consultants work reports and prescriptive actions with fidelity. All faculty will be responsible for the work to ensure high student academic success is achieved. All teachers teach reading, writing and math and will plan for the needs of individual students.

In addition the school will work harder to create a strong parent and community support system for the school:

Parent and Community Involvement~

To ensure that parents become involved in their children's academic, physical, and social growth at school, schools must employ a variety of processes and tools.

Key things to remember:

- 1) We will be working with parents who often do not know how to help their students.
- 2) Not many will have computer access at home.
- 3) We will not be working with the typical "helicopter" parent.
- 4) Most of the schools SetPoint will be working with will be High Schools.

Our Main Goals:

- 1) Help parents stay informed on student progress
- 2) Explain state and national assessment requirement
- 3) Inform parents about the tools and processes being used to improve student achievement
- 4) Give parents access to ways to help their students

Timeline (aka: format of brochure)

The School improvement consultant will support the principal in planning periodic meetings throughout the school year to provide information and leadership to parents on how they must support their students' attendance, school work and activities to help them be successful. These meetings are advertised as "must attend" for parents. A minimum of three meetings: fall, end of first semester, and prior to the last month of school will be planned. The school leadership will ask parents to give input for additional meetings that they need and for additional information that is needed for support of their children. The content shared in the meetings will vary depending upon grade level of the school and school needs according to assessments.

Specific explanations of the state's assessment system, school's assessment data, and other identified needs

will be addressed. The goal of these three meetings will be to identify parents who will come forward and continue to communicate with the school about what parents need to support their children and to learn from parents how to get more parents involved. All of the Renaissance Learning products will be introduced to parents at appropriate times during the first semester of the school year to ensure that they know the value of each and they understand the information they are receiving.

Parent Meeting to inform them of what parent involvement looks like:

R40069 Community Reading Night Kit

Kay: Do we have training materials on this already?

Set up of Home Connect : R41229 A Parent's guide to Home Connect

R40865: A Sample letter to Parents about Home Connect (available in Spanish)

R40714: What is Home Connect

R41705: Math Facts in a Flash and Home Connect

R42865: Math Glossary and Worked Examples

Communication on a Daily Basis:

TOPS reports for both reading and math

Math Facts in a Flash: we need to be sure to cover the importance of goal setting with MFF.

1) On Neos that are taken home

2) Through Home Connect

Keyboarding everyday on Neos: in school and at home and how the parents can track progress. I will get these reports from Jan Bryan .

Reading to students everyday. May need to discuss books on tape. Voice quizzes

Opportunities for parents to read and quiz to improve their own skills.

Kay: Do we have info on this that is used in our trainings for Best Practices ?

Communication on a Weekly Basis:

Need to discuss opening the computer labs at the school so that parents have a time to log into Home Connect. It will be important to staff this time with people that can give the parents suggestions in how to help.

Use of the public library for Home Connect

Communication on a semester basis:

High school parents are generally motivated by both graduation references and school activities in which their children are involved. When meetings are planned with these two areas as a focus, parents generally attend and become advocates for their children. The process noted above will be followed for all grade levels with the appropriate focus for each level of school, concentrating on the identified needs of each school

The LEA will utilize rigorous rubrics as well as model and evaluate best practice strategies implemented by faculty and staff.

The object is to forge collaborative efforts among school district personnel with the ultimate goal of propelling student achievement.

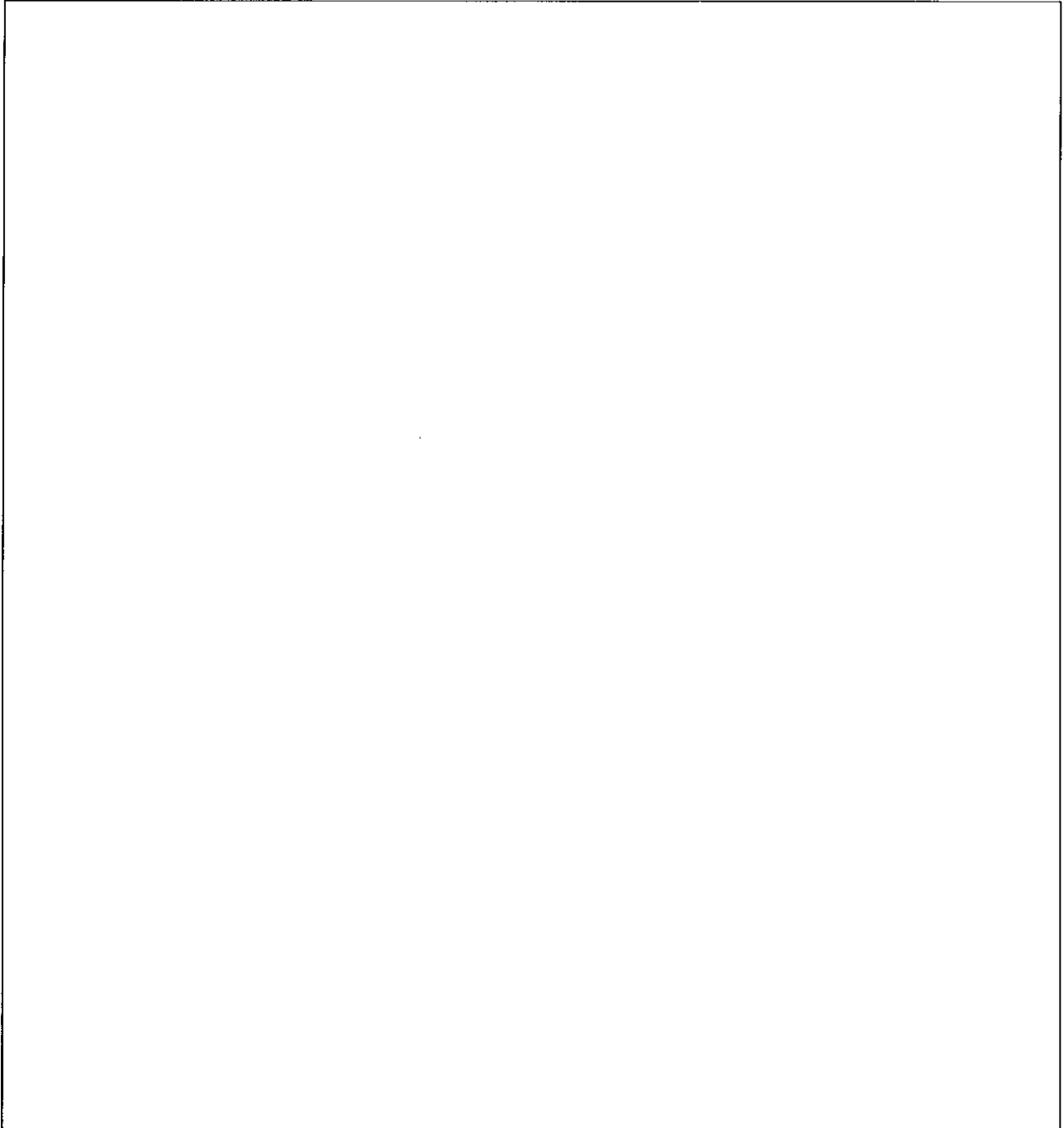
It is the supreme endeavor of the teachers, principals, and other stake holders of this district to impart pertinent knowledge based skills into the lives of our students that will elicit high student performance as well as assist them in becoming productive citizens of society.

Worksheet #5

Step 4 - B - 6: Forge Working Relationships

Describe how the LEA will promote the working relationships among the groups and partners committed to this intervention—the state, the LEA, the lead partner, the support partners, the internal partner, the principal, school teams, and the parents and community.

Step 5-B: Statement of Need and Lack of Capacity to Serve



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SECTION B, PART 3:

B. DESCRIPTIVE INFORMATION: Annual Goals

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #1. To improve literacy skills

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
All students will demonstrate measurable growth in literacy, with emphasis on open-response writing across the curriculum and in reading comprehension strategies with an emphasis on content and practical passage types.	Increase in the number of students scoring proficient or advance on state test to produce an increase of 20% growth in Literacy scores.	Progressive increase of scores attained on formative periodic assessment from Performance Series Diagnostic Assessment, Skills Connection, The Learning Institute Tests, and Mastery scores of 85% or better on McGraw Hill PassKey Learning computer aided instruction. Increased participation in structured after-school programs. Increased participation in classroom activities including homework. Reduction in absenteeism and discipline reports		<input type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

FY 2011 ARRA School Improvement Grant - Section 1003(g) LEA Goals and Objectives				
Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.				
Goal #2. To improve mathematical skills				
Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
All students will improve math scores in computation and concepts.	Increase in the number of students scoring proficient or advance on state test to produce an increase of 20% growth in Math scores.	<p>Progressive increase of scores attained on formative periodic assessment from Performance Series Diagnostic Assessment, Skills Connection, The Learning Institute Tests, and Mastery scores of 85% or better on McGraw Hill PassKey Learning computer aided instruction.</p> <p>Increased participation in structured after-school programs.</p> <p>Increased participation in classroom activities including homework.</p> <p>Reduction in absenteeism and discipline reports</p>		<input type="checkbox"/> District <input type="checkbox"/> School <input type="checkbox"/> Partner <input type="checkbox"/> Other

**FY 2011 ARRA School Improvement Grant - Section 1003(g)
LEA Goals and Objectives**

Directions: The LEA must provide the annual goals for improving student achievement on state assessments in both reading/language arts and math. Goals must be Specific, Measurable, Attainable, Relevant and Timely (S.M.A.R.T.). Supporting objectives must be provided with a target date for completion. Identify the individual(s) responsible for ensuring that the goal is addressed, and the individual(s) responsible for ensuring that the objective is completed.

Goal #3 To increase science knowledge

Objective #:	Measurable Outcome(s)	Evidence of Improvement or Progress	Target Date	Includes
All students will demonstrate knowledge, understanding and application of scientific principles.	Increase in the number of students scoring proficient or advance on state test to produce an increase of 15% growth in science scores.	Progressive increase of scores attained on formative periodic assessment from Performance Series Diagnostic Assessment, Skills Connection, The Learning Institute Tests, and Mastery scores of 85% or better on McGraw Hill PassKey Learning computer aided instruction. Increased participation in classroom activities including homework.		<input type="checkbox"/> District <input checked="" type="checkbox"/> School <input checked="" type="checkbox"/> Partner <input checked="" type="checkbox"/> Other

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SECTION B, PART 4:

B. DESCRIPTIVE INFORMATION: Proposed Activities

RFMMS has determined that the Transformation model is a best fit solution for the current needs of the school and district and in doing so, also selected Academic School Turnaround as the external provider to implement this model. The transformation model was selected because the data revealed that there were a select sub-group of students experiencing low-performance (African American) and that the low performance was only in select subject areas. In addition teacher effectiveness data indicated evidence of pockets of strong instructional staff capacity eliminating the necessity for the more draconian measures of getting rid of 50% of the instructional staff as dictated in the Turnaround model. The selection of AST was done after careful review of their performance in the district over the past 2 school years. They were originally selected two years ago as part of the previous School Improvement Grant. They were vetted and approved by the board. The past two years have provided a real test of their efficacy. In two years RFMMS (then Dollarway Middle School) have had two first year principals in place, the first leaving after the first year of the intervention, to be replaced by a new first year principal for the second year of the school improvement efforts of AST. Add to that the further complication of two superintendents over the same two year period. In those two years of working with AST the middle school has moved out of school improvement (SI-4) by meeting standards in math the first year and math and literacy for year two. In year one of this intervention RFMMS students gained 32% in reading and 40% in math. In year two, students experienced gains of 62% in reading and 26% in math. It is from that demonstration that we feel confident and assured that our continued relationship with AST will yield even more impressive results.

AST is an innovative comprehensive school improvement company that provides research based strategies and best practices designed to effectively turn around low performing rural and urban schools. They provide an extensive program of leadership development; teacher effectiveness training and data aligned mastery-based instructional strategies reinforced by Sustainable Systems of Practice SSOP. Their transformation team consist of:

- **Executive Coaches.** Former outstanding principals with documented evidence of turning around schools under similar circumstances. They offer school administrators a wealth of experience derived from their own personal turnaround successes as principals. Under the close guidance and support from these experienced administrators, principals confidently take the lead in developing and implementing their turnaround plan.
- **Pedagogical Facilitators.** Directed by the coach and principal, these master teachers work personally with the classroom reading and math teachers on teacher effectiveness, instructional strategies and providing job embedded professional development.
- **Professional and Staff Development Facilitators.** Our staff development professionals have extensive experience and expertise in the fields of education, staff and professional development. Under our turnaround program principals can target specific training issues and focus professional development where it is needed the most and assist in job embedded professional developmental needs.
- **Data/Technology Facilitators.** Data and Technology specialists round out the team by providing instruction in the use of technology resources for diagnostic assessments, computer-based instruction, data analysis and use of data for developing instruction aligned with student learning expectations for in-school and after school support.

- **After School Tutorial Facilitators.** These professionals collaborate to effectively align after school tutoring in support of school day teaching and learning through the use of small group and data focused differentiated instructional strategies.

With the help and support of this talented team and by following the essential elements of AST “Leader Actions”™, the principal, school leadership teams, and teaching staff, are empowered with the knowledge and skills, enabling them to achieve desired school adequate yearly progress goals. The AST program fit our needs because it is designed specifically to assist schools like RFMMS where a sustainable comprehensive approach to school transformation is needed. Their program starts with the principal orientation which takes place out of state. This is the first of a series of what the AST terms “CAPS” conferences or Communities of Active Practices. Here principals develop their vision and message to bring focus to the transformation plan they develop during that 2-3 day meeting. It also begins an association with other principals in a community of practice that promotes sustainability. There are 3 such meetings, the second taking place in January focused on “Next Steps”. And a final CAPS meeting at the end of the school year to review the lessons learned in a session called “Learning From Leaders”. During the course of the intervention, the coach makes continual visits the principal at the school to follow up, monitor and mentor the principal and to ensure the principal stays focused on the transformation plan by following the prescribed “Leader Actions”. Those actions, which comprise the heart of the AST program are: Vision, Informed Prescription, Target Assessment, Data Application, Positioning Resources and Teaching & Learning.

Relationship to Transformation Elements:

(iv) AST will provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

There are also continual visits to the school by the Pedagogical Facilitators. These are master teachers in Literacy, Math and Science that provide job embedded professional development. Diagnostic Assessment:

(vi) AST will use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.

All students will be screened 3 times a year to identify those who are not making expected academic progress. Screening measures will be brief, reliable, valid, and appropriately identify those students who require more intense interventions. At the start of the program a diagnostic assessment is given to the students to provide the most current data to work with and AST provides a Data/Technology Facilitator to assist with the aggregating and disaggregating of data for use in informing the instructional approach.

Data analysis:

(vii) AST will promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. Research indicates that improving learning depends greatly on how the data is applied. The use of data depends on data-gathering coupled with mechanisms for acting on the data. AST will ensure that a “range” of data is collected – qualitative as well as quantitative

(ii) AST will support the use of locally adopted competencies to measure the effectiveness of staff who can work within the transformation environment to meet the needs of students. Articulate barriers

between teachers and students objectively that could be blocking student academic achievement. Review all possible causes to the effects. Hold bi-monthly sessions between Leadership Coach, Principal, Teacher and Pedagogic Facilitator to create "Teacher Effectiveness Plans" for their coaching review, setting measurable goals for improvement in order to improve high-need student achievements

During the course of the transformation, professional development and training needs are addressed by AST's professional development team DESTINY with workshops directed at teacher effectiveness training. Those workshops cover topics like Differentiated Instruction, Classroom Management, Rigor, Instructional Strategies and conflict resolution. (RFMMS teacher surveys indicated a high interest in classroom management and student discipline issues.)

(ix) Provide appropriate social-emotional and community-oriented services and supports for students. As part of this comprehensive and intense approach, the existing afterschool tutoring program is being directed and implemented by Quality After-School Programs (QAP), another Learning4Today company. The district received four 21st CCLC grants in collaboration with QAP. This will provide a level of instructional consistency since the same methodology and approach used in the day time school is used in the after school tutoring program. Quality After-School Programs (QAP) is a community focused non-profit organization whose stated goal and purpose is bringing communities, parents and schools together in the programmatic support and fiscal management of after-school academic and enrichment activities. QAP can reduce risk factors and increase protective factors for the youths served and offer a host of intriguing and rewarding experiences for youths and their families. They also offer rewarding, challenging, and age-appropriate activities in a safe, structured, positive environment. The types of activities found in QAP programs include; mentoring, computer instruction, homework assistance, volunteer and community service opportunities, drug and violence prevention curricula and counseling, and truancy prevention. Other than traditional interscholastic programs, practitioners and researchers find that the best after school programs combine several different activities.

SECTION B, PART 5:**B. DESCRIPTIVE INFORMATION: Timeline**

First School

YEAR ONE TIMELINE

The LEA must include a timeline delineating the steps it will take to implement the selected intervention in each Tier I, Tier II, and Tier III school identified in Part A of the application.

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model, interventions, and/or school improvement activities.

July	
August	AST Principal CAPS (Community of Action Practices) orientation conf.
September	AST 1 st Coach/Principal session L4T Student Assessments (Performance Series) Start of QAP 21 st CCLC after school program Data Analysis and Instructional planning Professional Development "Teacher Effectiveness Series"
October	AST 1 st Coach/Principal session QAP 21 st CCLC statewide conference Professional Development "Teacher Effectiveness Series" Pedagogical Facilitators Reading, Math, Science Data Analysis and Instructional planning
November	AST 1 st Coach/Principal session Professional Development "Teacher Effectiveness Series" L4T Student Assessments Data Analysis and Instructional planning Pedagogical Facilitators Reading, Math, Science
December	AST 1 st Coach/Principal session Pedagogical Facilitators Reading, Math, Science Professional Development "Teacher Effectiveness Series"
January	AST midyear Principal CAPS "Next Steps" conference AST 1 st Coach/Principal session Professional Development "Teacher Effectiveness Series"

	Pedagogical Facilitators Reading, Math, Science Data Analysis and Instructional planning
February	AST 1st Coach/Principal sessions Pedagogical Facilitators Reading, Math, Science After School Coordinator “testing readiness”
March	AST 1st Coach/Principal sessions L4T Student Assessments Pedagogical Facilitators Reading, Math, Science After School Coordinator “testing readiness”
April	AST 1st Coach/Principal sessions After School Coordinator “testing readiness”
May	AST Evaluation and reports
June	End of year Principal CAPS Conference “Learning From Leaders”
July	

Second School

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model, interventions, and/or school improvement activities.

July	
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

Third School

Please describe the monthly action steps the LEA will take to plan and ensure full and effective implementation of the selected model, interventions, and/or school improvement activities.

July	
August	
September	
October	
November	
December	
January	
February	
March	
April	
May	
June	
July	

SECTION B, PART 6 – 7:

B. DESCRIPTIVE INFORMATION: Services for Tier III schools

SECTION B, PART 8:

B. DESCRIPTIVE INFORMATION: LEA Consultation

SECTION C: Budgets. Complete a three-year budget for the LEA and each school selected for services.

Preliminary Three – Year Budget COMPLETE A SEPARATE BUDGET FOR EACH TIER I OR TIER II SCHOOL For each item, identify the specific source of funds (source of funds grid) Source of Funds Grid: Federal (F) Local (L) State (S), SIG (SIG), or any other grant (please specify) School Name: Robert F. Morehead Middle School (Formerly Dollarway Middle School)					
TRANSFORMATION MODEL	Year 1	Year 2	Year 3	Total	Source of Funds
1. Developing teacher and school leader effectiveness					
Select a new principal					
Make staff replacements					
Support required, recommended and diagnostic strategies					
Change and sustain decision making policies and mechanisms					
Change and sustain decision making policies and mechanisms					
Change and sustain operational practices					
Implement local evaluations of teachers and principal					
Additional options (specify) Any of the required and permissible activities under the transformation model AST Executive Coach, job embedded Professional development (Pedagogical Facilitators in Lit, Math & Science	201,600	201,600	201,600	604,800	SIG
Subtotal					
2. Reforming instructional programs					
Develop data collection and analysis processes					
Use data to drive decision making					
Align curriculum vertically and horizontally					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model) AST Data and Technology Facilitator, Performance Series Assessment, Skills Connection, Passkey Learning,	67,320	67,320	67,320	201,960	SIG
Subtotal					
3. Increasing learning team and creating community-oriented schools					
Increase learning time (extended day, week, or year)					
Develop community partnerships that support the model					
Implement parent and community involvement strategies for ongoing engagement and support					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model) AST After-school Facilitator and AST Community Liaison	80,640	80,640	80,640	241,920	SIG
Subtotal					
4. Flexibility and Sustained Support					
Implement a comprehensive approach to school transformation.					
Ongoing, intensive professional development and technical assistance from the LEA and the SEA					
Additional options (specify) Any of the required and permissible activities under the transformation of new school model) AST Comprehensive Transformation Program Implementation, DESTINY Teacher Effectiveness Workshops, CAPS conferences. Staff incentive pay for student performance	116,500	116,500	116,500	349,500	SIG
Subtotal	466,060	466,060	466,060	1,398,180	SIG
Total for Transformation Model					

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☐ Initial Budget
☐ Amendment (No. _____)
☐ Revised Initial Budget
☐ Individual School Budget
☐ Regular



ARKANSAS DEPARTMENT OF EDUCATION
 Division of Learning Services
 Four Capitol Mall, Suite 301 B
 Little Rock, Arkansas 72201

FOR ADE USE ONLY
 Program Approval Date and Initials
 ATTACHMENT 3
 Total Funds
 Carryover Funds
 Current Funds
 Begin Date
 End Date 06/30/2011

FISCAL YEAR 2011	SOURCE OF FUNDS CODE	NCCS NO.	SUBMISSION DATE
SCHOOL NAME		DISTRICT NAME AND NUMBER	
CONTACT PERSON		TELEPHONE NUMBER (Include Area Code)	
EMAIL ADDRESS		FAX NUMBER (Include Area Code)	

School Improvement Grant – 2010 – 2011 Section 1003(g)
Budget Summary and Payment Schedule

CODE / FUNCTIONS		OBJECTS						
1	61000 Employee Salaries	62000 Employee Benefits	63000-65000 Purchased Services	66000 Materials & Supplies	67000 Capital Outlay	68000 Other Objects	TOTALS	
	2	3	4	5	6	7	8	
1511 Before/After School Programs	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1530 Language Arts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1550 Early Childhood	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1555 Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1560 Reading	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1570 Mathematics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1591 Title I Schoolwide Inst.	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
1592 Title I Summer School	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2210 Improvement of Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2230 Instruction-Related Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2240 Academic Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2294 Instructional Facilitator-Math	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2295 Instructional Facilitator-Science	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2297 Instructional Facilitator-Literacy	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2670 Safety	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
2700 Student Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3100 Food Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Budgeted	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Funds Available 2010-2013 \$ _____
 Funds Budgeted \$ _____

2010-2011 Budget for School #1

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SECTION D:

D. WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant, an LEA must indicate which of those waivers it intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

- ☒ Extending the period of availability of school improvement funds.

Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

The Arkansas Department of Education has requested a waiver to extend the period of availability of school improvement funds to September 30, 2013.

Applicants must indicate which, if any, of the waivers below it intends to implement.

- ☐ "Starting over" in the school improvement timeline for Tier I schools implementing a turnaround or restart model.
- ☐ Implementing a schoolwide program in a Tier I school that does not meet the 40 percent poverty eligibility threshold.

Note: If an SEA has not requested and received a waiver of any of these requirements, an LEA may submit a request to the Secretary.

STATEMENT OF ASSURANCES

SCHOOL IMPROVEMENT GRANT FUNDS - TITLE I, PART 1 SECTION 1003(g)

By the signature of the Superintendent of _____

(district) the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
3. If it implements a restart model in a Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and
4. Report to the SEA the school-level data required under section III of the final requirements.

Applicants receiving funding under the School Improvement Grant program must report to the ADE the following school-level data:

1. Number of minutes within the school year;
2. Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;
3. Dropout rate;
4. Student attendance rate;
5. Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;
6. Discipline incidents,
7. Truants,
8. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
9. Teacher attendance rate.

This data must be collected and reported at least annually. Data in items 2 through 7 must be disaggregated to the student subgroup level for each school within an LEA, with results for schools receiving School Improvement Funds reported in contrast to results for each other school within the LEA. Data for item 1 must be disaggregated to the grade level for each school within the LEA and reported in contrast to results for each other school within the LEA. Data for items 8 and 9 must be disaggregated to the individual teacher level for all teachers in schools receiving School Improvement Grant funding, and reported in contrast to results for each other school within the LEA.

Superintendent's Signature

Date

Superintendent's Printed Name

Date

School Name: _____

LEA #: _____

SECTION A -1**General Information**

_____ LEA Contact Information and Certification

SECTION A-2**Schools to be Served**

_____ Selection of Identified Schools

_____ Identification of Intervention Models

SECTION B, PART 1**Needs Assessment**

_____ Develop a Profile of the School's Contest

_____ Develop a Profile of the School's Performance

SECTION B, PART 2**LEA Capacity**

_____ Determining Capacity – Self Assessment (Include Attachments)

_____ Statement of Need and Lack of Capacity to Serve

SECTION B, PART 3

_____ Annual Goals

SECTION B, PART 4

_____ Proposed Activities

SECTION B, PART 5

_____ Timeline

SECTION B, PART 6 – 7

_____ Services for Tier III Schools

SECTION B, PART 8

_____ LEA Consultation

SECTION C

_____ Budget

SECTION D

_____ Waiver

School Name: _____

LEA #: _____

SECTION A -1**General Information**

_____ LEA Contact Information and Certification

SECTION A-2**Schools to be Served**

_____ Selection of Identified Schools

_____ Identification of Intervention Models

SECTION B, PART 1**Needs Assessment**

_____ Develop a Profile of the School's Contest

_____ Develop a Profile of the School's Performance

SECTION B, PART 2**LEA Capacity**

_____ Determining Capacity – Self Assessment (Include Attachments)

_____ Statement of Need and Lack of Capacity to Serve

SECTION B, PART 3

_____ Annual Goals

SECTION B, PART 4

_____ Proposed Activities

SECTION B, PART 5

_____ Timeline

SECTION B, PART 6 - 7

_____ Services for Tier III Schools

SECTION B, PART 8

_____ LEA Consultation

SECTION C

_____ Budget

SECTION D

_____ Waiver

LEA Application Checklist - SIG ARRA

School Name: _____

LEA #: _____

SECTION A -1**General Information**

_____ LEA Contact Information and Certification

SECTION A-2**Schools to be Served**

_____ Selection of Identified Schools

_____ Identification of Intervention Models

SECTION B, PART 1**Needs Assessment**

_____ Develop a Profile of the School's Contest

_____ Develop a Profile of the School's Performance

SECTION B, PART 2**LEA Capacity**

_____ Determining Capacity – Self Assessment (Include Attachments)

_____ Statement of Need and Lack of Capacity to Serve

SECTION B, PART 3

_____ Annual Goals

SECTION B, PART 4

_____ Proposed Activities

SECTION B, PART 5

_____ Timeline

SECTION B, PART 6 – 7

_____ Services for Tier III Schools

SECTION B, PART 8

_____ LEA Consultation

SECTION C

_____ Budget

SECTION D

_____ Waiver

Additional Resources

The following is a series of resources, which might be accessed to support writing for ARRA SIG funds.

http://www.scholastic.com/economicrecovery/pdfs/school_improvement_funds-ARRA.pdf

<http://www2.ed.gov/programs/sif/faq.html>

<<http://www.centerii.org>>.

<http://www.centeroninstruction.org>

http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID <http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

&nodeID=1&DocumentID=300 <http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=300>

Reading Research Links

National Reading Panel

Publications

<http://www.nationalreadingpanel.org/Publications/publications.htm>

Center on Instruction

http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end

Learning Point Associates

Focus on Adolescent Literacy instruction

<http://www.learningpt.org/literacy/adolescent/instruction.php>

International Reading Association

Adolescent Literacy focus

http://www.reading.org/resources/issues/focus_adolescent.html

The National Council of Teachers of English

A Research Brief on Adolescent Literacy available at

<http://www.ncte.org/library/NCTEFiles/Resources/PolicyResearch/AdolLitResearchBrief.pdf>

Council of Chief State School Officers

Adolescent Literacy toolkit available at

http://www.ccsso.org/projects/secondary_school_redesign/Adolescent_Literacy_Toolkit/

Content Area Literacy Guide available at

http://www.ccsso.org/content/pdfs/FINAL%20CCSSO%20CONTENT%20AREA%20LITERACY%20GUIDE_FINAL.pdf

Appalachia Regional Comprehensive Center (ARCC)

STATEMENT OF ASSURANCES

SCHOOL IMPROVEMENT GRANT FUNDS - TITLE I, PART 1 SECTION 1003(g)

By the signature of the Superintendent of Dollarway School District

(district) the LEA assures that it will –

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements;
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds;
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4. Report to the SEA the school-level data required under section III of the final requirements.

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7. Truants,
8. Distribution of teachers by performance level on an LEA's teacher evaluation system; and
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Superintendent's Signature

07/30/10

Date

Ruth Boggy - Interim

Superintendent's Printed Name

July 30, 2010

Date

Adolescent Literacy toolkit available at
<http://www.arcc.edvantia.org/resources.php?toolkit=63>

The National Center for Education Evaluation and Regional Assistance

Improving Adolescent Literacy: Effective Classrooms and Intervention Practices available at
http://ies.ed.gov/ncee/wwc/pdf/practiceguides/adlit_pg_082608.pdf

Literacy Issues in Secondary Education: An Annotated Bibliography compiled by Donna Alvermann, University of Georgia, available at
<http://www.tcdsb.org/library/Professional%20Library/AnBiblioProf.html>

A large, empty rectangular box with a thin black border, occupying the upper two-thirds of the page. It is intended for a detailed response to the question below.

3. Describe how the LEA's will monitor implementation of the intervention model. Who will do what and when?